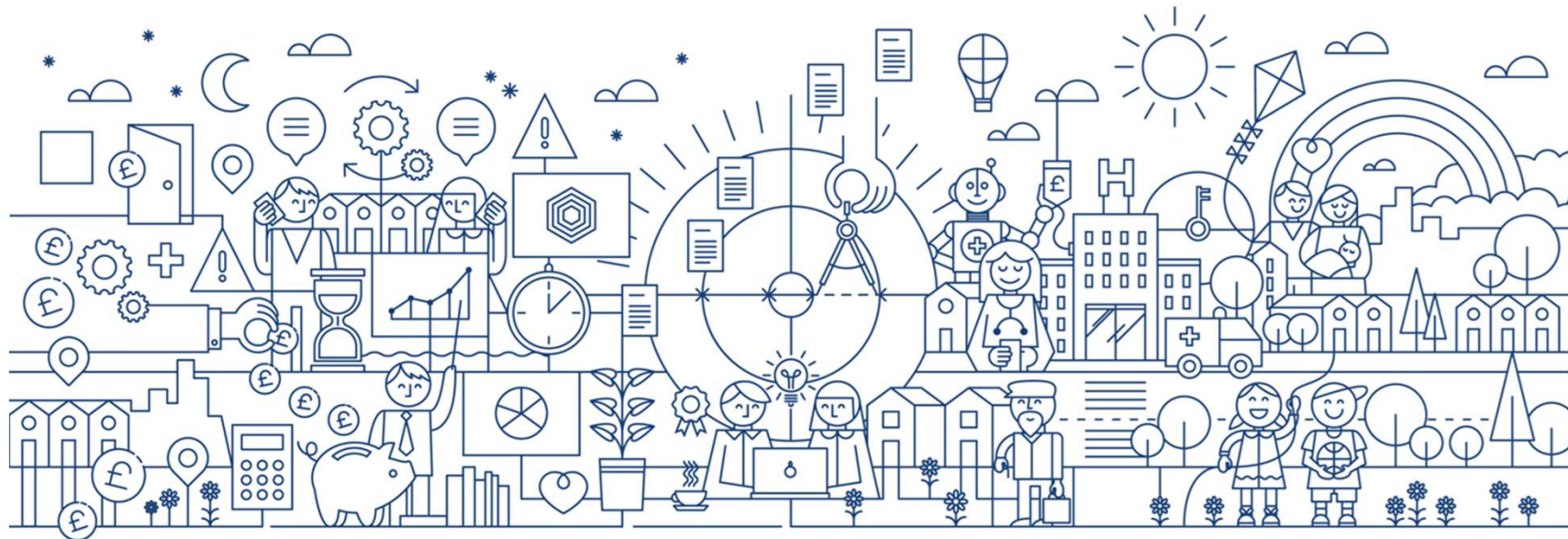


Valuing SEND tool | Guidance for professionals

September 2020



Valuing SEND - Guidance for professionals | Contents

| Section | Page |
|-------------------------------------|------|
| Valuing SEND: Introduction and aims | 3 |
| How to use the Valuing SEND tool | 6 |
| When to use the Valuing SEND tool | 16 |
| Getting the most from Valuing SEND | 24 |
| Case studies | 28 |

Valuing SEND: Introduction and aims



Valuing SEND approach | Introduction

The shared **ambition for Valuing SEND** is to:

- Improve children's **long-term outcomes and inclusion**
- **Improve the experience** of families and professionals across the system.

Valuing SEND aims to achieve this by:

- **Developing a single, rounded picture of the needs of children** and the support they need to succeed and prosper within and outside of their education - from birth to adulthood (across early years, primary, secondary, special and post 16 education).
- **Using this as the foundation for planning and commissioning of support**, monitoring of progress and evaluation of support at a child and cohort level, and to enable earlier and more co-ordinated intervention.

Valuing SEND approach | Aims

Valuing SEND will:

Provide a single, holistic view of every child / young person's special educational needs from 0-25

Establish a common codification and rating framework to communicate the type and level of need and show changes

Support education and home settings to evaluate readiness to meet need

Allow progress to be monitored through changes in rating – at child-level, school-level and county level

Ensure that planning for independence in adulthood is prioritised alongside other educational support needs

Enabling:

Clarity and consistency for professionals, parents and children / young people as they grow up and move between settings, anchored in needs

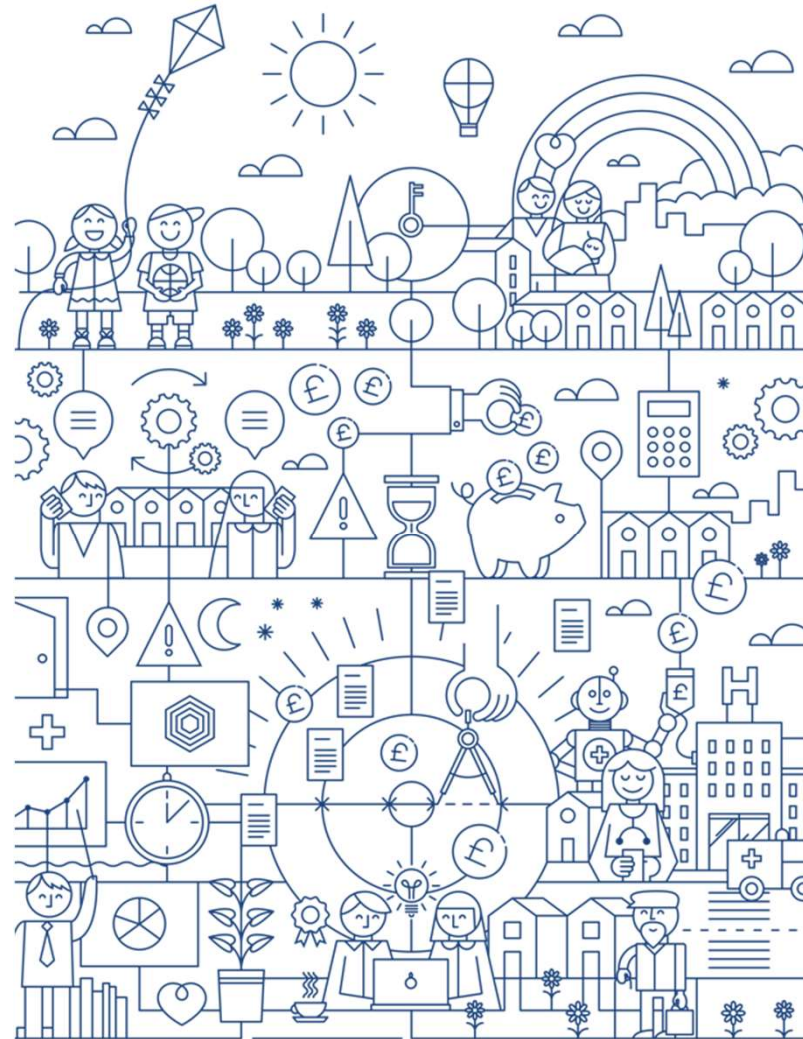
Earlier and more consistent identification of need, to prevent escalation and improve outcomes

Professionals and families are able to work better together to plan actions and support, keep the child or young person at the centre

Professionals and families can see the impact of action, and commissioning agencies can evidence success or understand where there are gaps

Preparation for adulthood is embedded in work with children and young people from an earlier age – shifting the focus from provision to independence

How to use the Valuing SEND tool



Valuing SEND approach | Tool overview

The tool is currently set out in a Microsoft Excel template. There are two versions available – one for children aged under 5, and another for children aged 5-25. Both tools include the following tabs:

| | |
|----------------------------|---|
| Introduction | Sets out the tool’s aims and how to use it. |
| Summary | Pulls through key elements from the following sheets to provide an overview. Most text is pre-populated, but this is where you enter the child/ young person’s details. |
| Comms & Interaction needs | The needs sheets ask you to rate the child/ young person’s level of need using a set of needs descriptors. |
| Cognition & Learning needs | |
| SEMH needs | |
| Physical or Sensory needs | |
| Independence needs | |
| Setting readiness | Evaluate your setting’s readiness to meet this child/ young person’s level of need using support prompts. |
| Home confidence rating | A parent, carer or family representative evaluates their confidence in meeting the child/young person’s level of need using support prompts |
| Support planning | Use support prompts as a starting point to plan support around needs to work towards identified outcomes. |
| Ratings log | Record changes in need over time. |

Valuing SEND approach | Needs descriptors (1)

The first component of the Valuing SEND tool sets out a child/ young person’s level of need.

- Work your way through the five domains of need as set out within the tool – Communication & Interaction; Cognition & Learning; Social, Emotional & Mental Health; Physical & sensory and Independence.
- Within each domain, select the descriptors that apply to the child/ young person by choosing ‘Y’ from the drop-down box next to each need. Each row of descriptors relates to a particular area of need - you only need to select **one** descriptor within each row.
- Not all of the descriptors in the rating range will apply to the child/ young person.
- Sometimes, descriptors in different rating ranges will apply. You must then make a decision as to which rating range is appropriate. A suggested rating range is provided in cell D4, based on how many descriptors you have selected in each range – **please use your professional judgement to consider whether this suggested range is correct**. If you have a number of descriptors selected in lower bands, for example, you may feel that the lower band is most appropriate.

Communication & Interaction needs

| | | |
|---------------------------|--|---|
| Enter rating here: | Suggested rating band based on need prevalence: | Brief outline of needs (no more than 2000 characters): |
| 4 | 3 - 4 | |

Valuing SEND approach | Needs descriptors (2)

- Once you have selected a range, you should consider whether the child/ young person is closer to the range below or the range above, and use this to determine whether the rating is the lower or higher of the two numbers in the range.
- For each domain, enter the score at the top of each sheet, alongside a brief summary of the child/ young person's needs (max 2,000 characters).

As you complete the needs descriptors domains the information will be automatically collated on the summary tab, where the 5 ratings will be shown along with the accompanying summaries describing what the specific need is in relation to each domain.

Need ratings across the 5 domains will be automatically shown on the summary tab

| SUMMARY | CYP need rating |
|--------------------------------------|-----------------|
| 1. Communication & Interaction | 5 |
| 2. Cognition & Learning | 3 |
| 3. Social, Emotional & Mental Health | 6 |
| 4. Sensory & Physical | 1 |
| 5. Independence | 6 |

Valuing SEND approach | Education setting readiness rating (1)

The next component of the Valuing SEND tool enables you to consider your setting’s current readiness to meet the needs of the child/ young person.

- Go to the Setting readiness tab and work through the five domains of need.
- Start at the level of need (i.e. 0 – 10) you have identified for the child/ young person. Are you providing the types of support set out in that category? If so, look at the category above – are you providing these types of support? If not, look at the category below – do these more accurately capture how you are working to meet the child/ young person’s needs?
- Once you have found a set of support prompts that broadly correspond to the type of support you are able to provide, consider if you are closer to the prompts outlined in the category above or below, and select your rating number accordingly.
- Enter this number in column A, above the name of the need domain.

Enter rating here

| | | |
|---|--------------|---|
| <div style="border: 2px solid red; padding: 2px; background-color: yellow;"> <p>Enter C and I readiness rating here:</p> </div> | <p>1 - 2</p> | <p>In addition to good Quality First Teaching</p> <ul style="list-style-type: none"> • Daily personalised/small group learning • Use a screening tool such as: Univer • Use programs of intervention either (SaLT)/Education Psychologist or Sp • Deliver interventions to develop social taking/sharing, role-play/social stories • Request support from ASD Specialist • Be aware of the constraints of testing flexible in approach to meet the need <p>Training for staff may include:</p> <ul style="list-style-type: none"> o Understanding ASD o Supporting Social Communication o Eiklan |
| <p>Ensure parents are aware of what is being done to support their child/ young person, and how they can support/reinforce interventions</p> <p>Quality First Teaching meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements. • Some differentiation of activities, materials & questioning • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Environmental considerations are made to meet the needs of all pupils • Consideration of pupil's learning style, such as the need for visual/ kinesthetic preferences. • An understanding that the communication need may have a wider impact on a child's social and emotional wellbeing despite the apparent lack of obvious impairment. The child may also be vulnerable to bullying or have low self-esteem. • Awareness of implications of SLCN on basic skills, i.e. numeracy, reading, writing • Consider seeking specialist teacher guidance | | |

Valuing SEND approach | Education setting readiness rating (2)

Please note – this is not intended to be an exhaustive list of what support might look like for a child/ young person – but should give an idea of the level of input, focus and specialism at each level.

You will now have a set of ‘readiness ratings’ that reflects how you are currently meeting need and where you need further work on developing strategies and planning support.

| SUMMARY | CYP need rating | Setting readiness rating |
|--------------------------------------|-----------------|--------------------------|
| 1. Communication & Interaction | 5 | 4 |
| 2. Cognition & Learning | 3 | 7 |
| 3. Social, Emotional & Mental Health | 6 | 5 |
| 4. Sensory & Physical | 1 | 3 |
| 5. Independence | 6 | 4 |

Setting readiness ratings across the 5 domains will be automatically shown on the summary tab

Valuing SEND approach | Home confidence (1)

- Valuing SEND can also capture the confidence of parents/carers in meeting the needs of children/ young people with SEN at home across the 5 areas of need.
- Within the ‘**home confidence prompts**’ are a number of ways that the home can support children in each area of need – based on DfE guidance. This is not a science and should also reflect how parents/ carers are feeling.
- Consider the questions set out for each area of need and rate the home setting’s confidence in supporting this level of need at home. **This should be completed alongside parents and carers.**

| | | | |
|---|--|--|--|
| <p><i>How confident do you feel supporting your child with:</i></p> <ul style="list-style-type: none"> • Understanding and completing school work? • Literacy and numeracy? (where appropriate) | <p><i>How confident do you feel supporting your child with:</i></p> <ul style="list-style-type: none"> • Managing their relationships? • Supporting their emotional well-being or mental health? | <p><i>How confident do you feel supporting your child with:</i></p> <ul style="list-style-type: none"> • Managing visual/ hearing impairments or long term health conditions? • Supporting physical needs? | <p><i>How confident do you feel supporting your child with:</i></p> <ul style="list-style-type: none"> • Living as independently as their peers? • Preparing for later life? |
| <p>Examples of parents and carers supporting children at home - to guide your answer:</p> <ul style="list-style-type: none"> •Make learning at home fun and when doing homework use timers to ensure child does not fear homework and it is time limited •Ask if the homework can be differentiated and as they get older if it can be emailed to you •Read around a topic for your child for 10 mins a couple of times a week •Use post it notes on their door which reminds them what they need to take each day •Read to your child and as they get older ask them to read to you, siblings other family members •Ask them to fill in words in stories, predict what might happen, draw part of the story | <p>Examples of parents and carers supporting children at home - to guide your answer:</p> <ul style="list-style-type: none"> •Play games involving turn taking and talk about how it feels to win and lose •Role play any areas of difficulty e.g. how to ask for a toy from another child, how to start up a game, how to make good choices, how to say sorry. •Be aware of changes in behaviour, not wanting to go to school, quieter, more challenging •Set routines for going to bed and getting up •Routines for healthy breakfast each day •Have a five minute slot to tell each other about your day - how did you deal with a difficulty – ask your child what they would done. | <p>Examples of parents and carers supporting children at home - to guide your answer:</p> <ul style="list-style-type: none"> •Help with equipment e.g. replacing batteries for hearing aids •Help with exercises and/ or given by a physiotherapist or occupational therapist •Supporting child with use of braille or sign language . | <p>Examples of parents and carers supporting children at home - to guide your answer:</p> <ul style="list-style-type: none"> •Decide on area – getting ready for school, break down the tasks, establish routine, practice, praise, photo/video success; allow time; build on success. •Let them assist you as often as possible cooking, shopping, choosing between healthy and less healthy options; managing money, time. •Talk about how to do things safely and differently. •Identify small steps - and build at child’s pace. •Build confidence; allow them to challenge themselves |

Valuing SEND approach | Home confidence (2)

- Enter this number in the 'home confidence rating' tab.
- In practice, this should be completed with parents and/or carers in conversation with a lead professional. If it isn't practical to discuss the Home Confidence section with a parent or carer it is better to leave the section blank than to complete it yourself.

Enter C and I
Home Setting
Here

Enter C and L
Home Setting
Here

Enter SEMH
Home Setting
Here

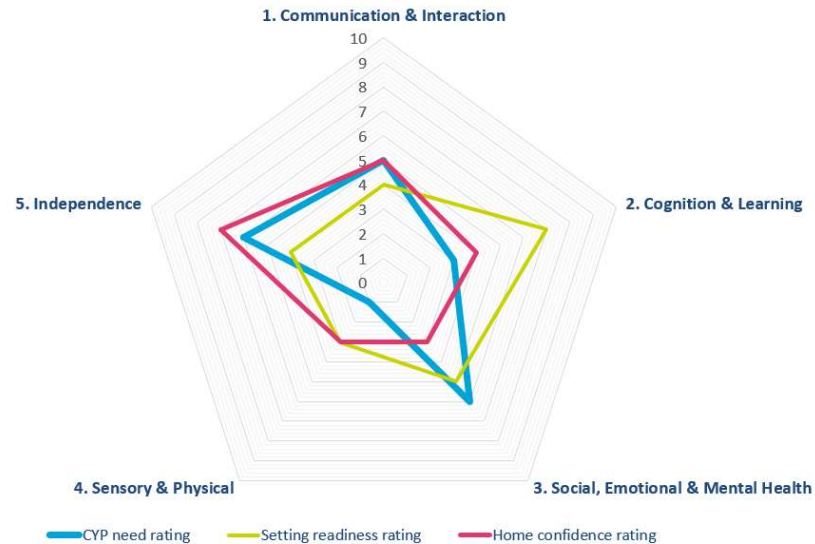
Enter
Sensory/Physical
Home Setting Here

Enter
Independence
Home Setting Here

Valuing SEND approach | Final output

Once the needs domains, setting readiness and home confidence sections have been completed all of the information will be shown on the summary tab. The information is shown within a summary table and through a visual radar chart. **Below is an example of the final output:**

| SUMMARY | CYP need rating | Setting readiness rating | Home confidence rating |
|--------------------------------------|-----------------|--------------------------|------------------------|
| 1. Communication & Interaction | 5 | 4 | 5 |
| 2. Cognition & Learning | 3 | 7 | 4 |
| 3. Social, Emotional & Mental Health | 6 | 5 | 3 |
| 4. Sensory & Physical | 1 | 3 | 3 |
| 5. Independence | 6 | 4 | 7 |



Valuing SEND approach | Using the tool to plan support

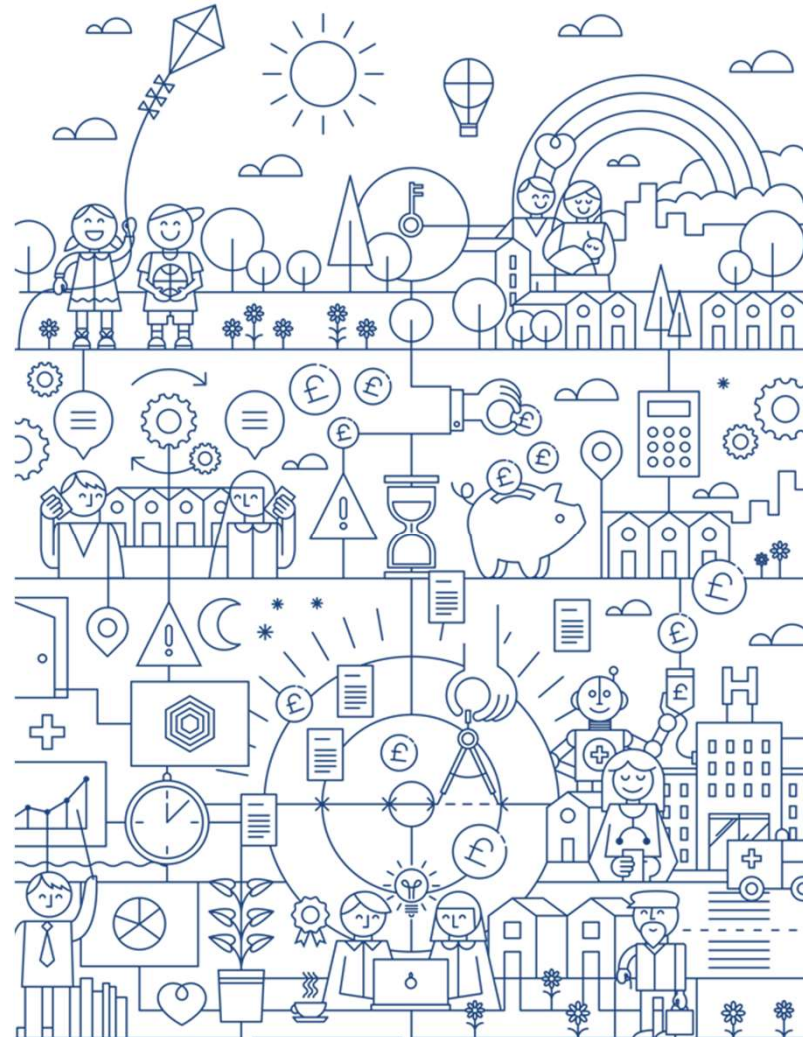
Finally, the Valuing SEND tool can be used as a basis for planning support, to ensure that all professionals working with the child/ young person are centred on their needs and how these fit together to create a holistic needs profile.

The tool includes a number of 'support prompts' for each level of need in each domain of need which appear in the support planning section based on the need descriptors selected. These are by no means an exhaustive list of the types of strategies, interventions and ways of working that you might use to work with a child/ young person with this type and level of need – but they should be a helpful starting point.

Use the 'Support planning' tab to record the agreed outcomes that you and other professionals are working towards with the child/ young person and their family. Set out the support in place to make progress towards these outcomes, explain who is responsible for delivering these activities, and when you are all aiming for outcomes to be achieved.

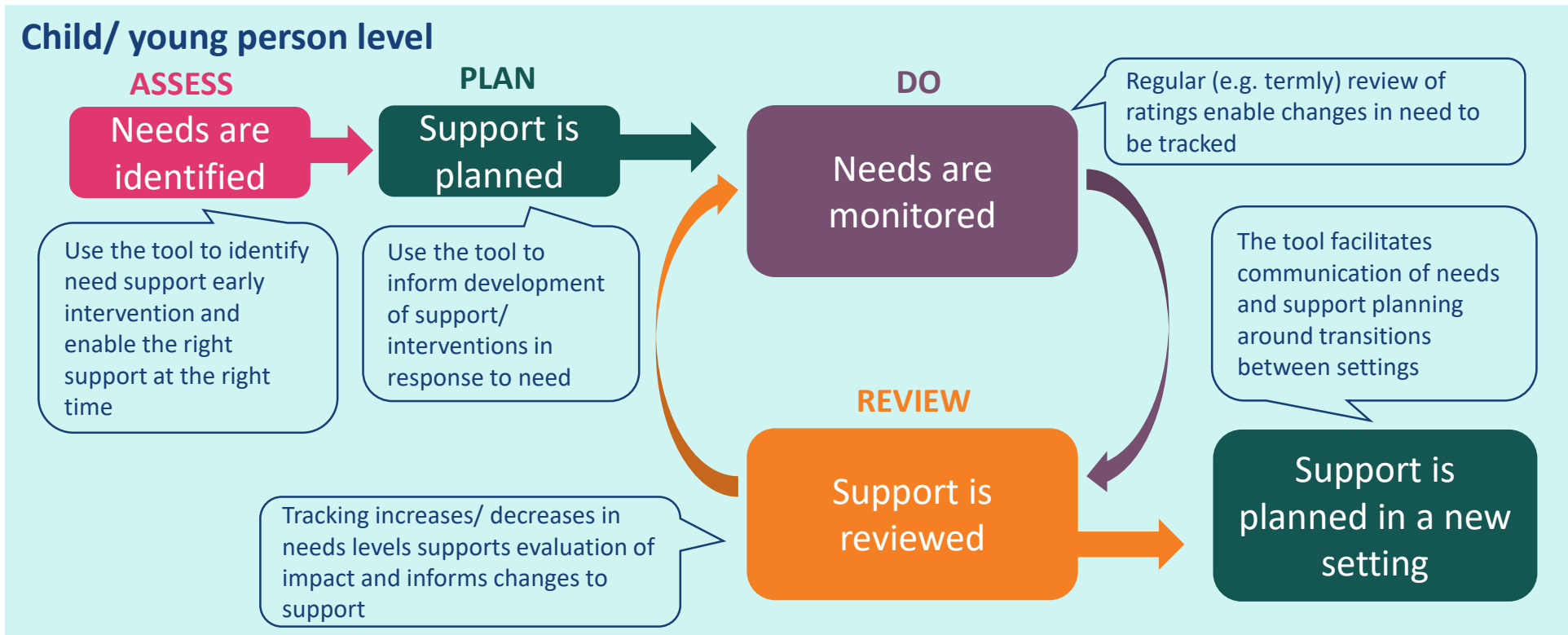
In conjunction with the support plan, you can use the final 'Ratings Log' tab to record changes in need scores over time. These may reflect the impact of the support provided.

When to use the Valuing SEND tool



When to use the Valuing SEND tool | Overview

The tool has been designed for use for any child/ young person with additional needs, from birth through to age 25, whether in a mainstream or specialist setting and whether the child/ young person is subject of an Education, Health and Care plan or identified as needing SEN support. Consistent use of this tool will allow a clear picture of how needs change over time, both for the individual child/ young person, and for the setting as a whole.



When to use the Valuing SEND tool | Assess: Use the tool to identify need

| Question | Description |
|-------------|--|
| What | A professional (e.g. teacher or SENCo) is beginning to work with a child/ young person who shows signs of having additional needs. The tool is completed to produce a needs profile. This sets out the level and type of need, with a visual summary, to aid communication between families, education settings and practitioners, where relevant. |
| How | The Valuing SEND Tool is completed to produce a needs profile at a particular point in time. This should be done as part of a conversation with a family, to ensure that the completed profile reflects the child's needs in the round. See guidance later in this pack on discussing needs profiles with parents. |
| Who | A lead professional is identified to hold responsibility for completion – in most cases this is anticipated to be the child/ young person's SENCo, but this could be a class teacher, health practitioner or social worker, depending on the type of need or frequency of contact with the child/ young person of different professionals. |
| When | The tool should be completed when additional needs are first evident. |

When to use the Valuing SEND tool | Plan: Use the tool to plan support

| Question | Description |
|-------------|--|
| What | The needs profile sets out the child/ young person’s level of need across five domains. This forms a clear basis for personalised planning, where support is tailored to the needs identified. |
| How | <p>The tool contains a wide range of ‘support prompts’ that correspond to the different levels of need in the different domains. These are a starting point for identifying a range of interventions, strategies and ways of working with the child/ young person to enable them to access education and ultimately to enjoy a fulfilling adult life. The professionals completing the tool will undoubtedly have a range of ideas for how to meet the child/ young person’s needs, but the support prompts should start the process of thinking through the options available. The prompts will pop up in the ‘support planning’ sheet in the tool once the needs levels have been filled in.</p> <p><i>N.B. settings are likely to have their own templates for planning support for children/ young people with additional needs already in place. Therefore they may choose to use the Valuing SEND tool to this end if they wish – and this may save time in the long term where Valuing SEND is requested for other purposes e.g. as part of EHCP referrals.</i></p> |
| Who | As the tool relates to support in accessing education, it is anticipated that professionals in schools (e.g. SENCo, teacher) working with children are likely to be best placed to complete support plans on behalf of the team of professionals working with a child (where relevant). |
| When | Support plans should be put in place once the Valuing SEND needs profile is complete, as additional needs have been identified. |

When to use the Valuing SEND tool | Do: Use the tool to monitor needs as interventions are delivered

| Question | Description |
|-------------|--|
| What | Regular completion of Valuing SEND needs profiles will allow education settings, families and practitioners to track changes in needs over time. This will provide an indication of where support is having an impact for certain children and young people, who have needs that are not static (e.g. long-term health needs). For all children and young people, regular completion of Valuing SEND needs profiles provides a basis for ensuring that support can be tailored to needs. |
| How | The Valuing SEND tool is completed regularly so that where needs levels have increased or decreased, this is clear. Revised profiles should be shared with all relevant individuals – teachers, teaching assistants, families, practitioners from different agencies – with the appropriate consent. |
| Who | The same lead professional who initially completes the Valuing SEND tool should maintain responsibility for completion where this is feasible (e.g. SENCo or teacher). |
| When | Valuing SEND needs profiles should be completed termly, or more frequently if it is felt that needs have changed or that a significant event should be reflected in needs ratings. |

When to use the Valuing SEND tool | Review: Use the tool to understand where needs have changed and support should too (1)

| Question | Description |
|-------------|---|
| What | <p>Needs profiles should inform support planning. Where needs have increased or decreased, professionals and families should consider whether the support in place is still appropriate. This question is also relevant where needs have not changed: it should be considered whether support is really meeting needs or if a different strategy might have an impact of needs levels (of course this will depend on the individual child/ young person, as not all needs can be influenced).</p> <p>Similarly, needs profiles should also provide the basis for planning support in a new setting. Whenever a child/ young person is moving to a new education placement, needs profiles and support should be discussed well in advance of the move (e.g. in Year 10 where a young person is moving to a new setting in year 12).</p> |
| How | <p>Once the termly review of the needs profile has taken place, the profile should be reviewed as part of a conversation with the family about the support provided to the child/ young person. This conversation should cover the type of support provided and how it is responding to the revised needs profile – or where this may need to be amended.</p> <p>Where a transition to a new setting is planned, this conversation about support based on the needs profile should be joined by the lead professional from the relevant setting, to aid a smooth transition.</p> |

When to use the Valuing SEND tool | Review: Use the tool to understand where needs have changed and support should too (2)

| Question | Description (continued) |
|-------------|---|
| Who | The same lead professional who initially completes the Valuing SEND tool should maintain responsibility for completion where this is feasible (e.g. SENCo or teacher). |
| When | Valuing SEND needs profiles should be used to inform a discussion about the impact of support and its appropriateness on a termly basis. Where a transition is planned, conversations about support should take place by the end of the academic year preceding the last year in the current setting. |

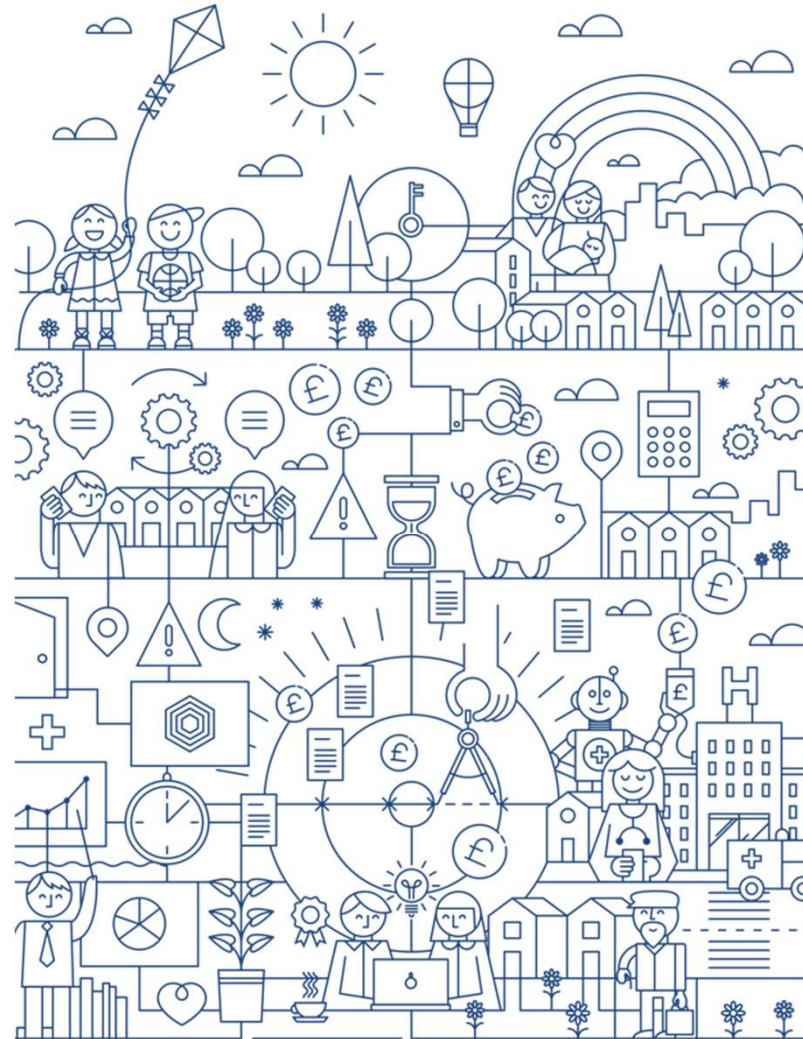
When to use the Valuing SEND tool | Usage at setting level



Completion of the Valuing SEND tool for all children/ young people with additional needs in any given setting will provide a much richer picture of the types of needs present – and therefore of the types of support required.

Settings should regularly (at least annually) review the needs profiles across the whole setting, within year groups and within classes, to understand the complexity of needs mixes as well as the prevalence of different needs types. This information should be used to inform how the setting is planning staff development for the coming year as well as the types of interventions commissioned and where investment is directed.

Getting the most from Valuing SEND



Getting the most from Valuing SEND | Putting children/ young people and their families at the centre of personalised planning

Valuing SEND has been developed with the input of parents and carers in each of our three pilot counties – Oxfordshire, Norfolk and Hertfordshire. Valuing SEND seeks to present a picture of the holistic needs of children and young people, and as such, recognises the importance of understanding the family’s role in supporting them, as well as what happens within an education setting. The link between these two sources of support is vital. As such, Valuing SEND is intended to be **part of an ongoing conversation between parents/ carers and the setting.**

Through building a shared understanding of needs and the role that all involved can play in supporting children and young people to develop and learn, there is a better chance for children and young people to achieve better outcomes and have fulfilling adult lives.

Over the following slides you will find some guidance on using Valuing SEND to approach planning support around a wider network, beyond the education setting, and on integrating the needs profile into discussions with parents and carers.

Getting the most from Valuing SEND | Putting children/ young people and their families at the centre of personalised planning

The question prompts below can be used at different points in the process of identifying needs and working with children and young people. Step 1 questions form part of conversations when needs are first identified. Step 2 questions underpin planning for short-term support that will make an impact, while step 3 questions shift focus on to outcomes in adult life.

| | Example questions |
|---|---|
| Step 1 <i>Needs first identified</i> | What can be done in the classroom/ within my setting, without external support? How does the family see the child/ young person’s needs? How do they ‘rate’ needs levels? Are needs different in the home setting to the education setting? How can I help the parent(s) to help their child? How can I connect parent(s) to things that will help their daily lives– based on their assets, strengths and those of wider family and community? What do the family want to do? How can I help the family take control? |
| Step 2 <i>Planning to make a difference</i> | What needs to change in the short term to better enable this child/ young person to access education and work towards a fulfilling adult life? What offers do I have at my disposal to support the family? Where are the gaps in ‘readiness’, identified by Valuing SEND – and how can I draw on existing resources, other professionals and wider networks (e..g SENCo support networks) to address these gaps? How can I help the family to work on skills for independence, that will support your child in a fulfilling adult life? |
| Step 3 <i>Planning for the longer term</i> | What does a good life look like for this child or young person? How can you help children and families to use your assets and the support provided by professionals to achieve their aspirations? Who do you want to be involved in good support planning? |

Getting the most from Valuing SEND | Conversations with children, families and professionals

To have meaningful conversations with children, families and professionals about supporting children/ young people in a way that draws on strengths and positive assets within their networks, you should:

- Start with what's important to them and what they (individuals and families) are able to do well, and use active words to promote action
- Use positive language to reinforce assets and benefits, avoid deficit language e.g. struggle

Avoiding dependency generating words:

- ✗ Need
- ✗ Help
- ✗ Care
- ✗ Assessment
- ✗ Limitation
- ✗ Struggle
- ✗ Services
- ✗ Have to...

Using independence focused language:

- ✓ Independent / secure / well / safe
- ✓ Community / neighbourhood / local
- ✓ Support / assist
- ✓ Network / social network / family and friends
- ✓ Reinforce / maintain / sustain
- ✓ Develop / establish / progress / promote / expand
- ✓ Achieve / Reach / realise / follow through / attain
- ✓ Goal / intent / benefit / thrive / easier / simpler
- ✓ Cornerstone / foundation / underpin
- ✓ Ability / capability / strength / skill
- ✓ Able / ready / capable (help / aid)
- ✓ Know / understand / recognise
- ✓ Confident / sure / positive / self-sufficient / trust (entrust) / expect / assured

Examples:

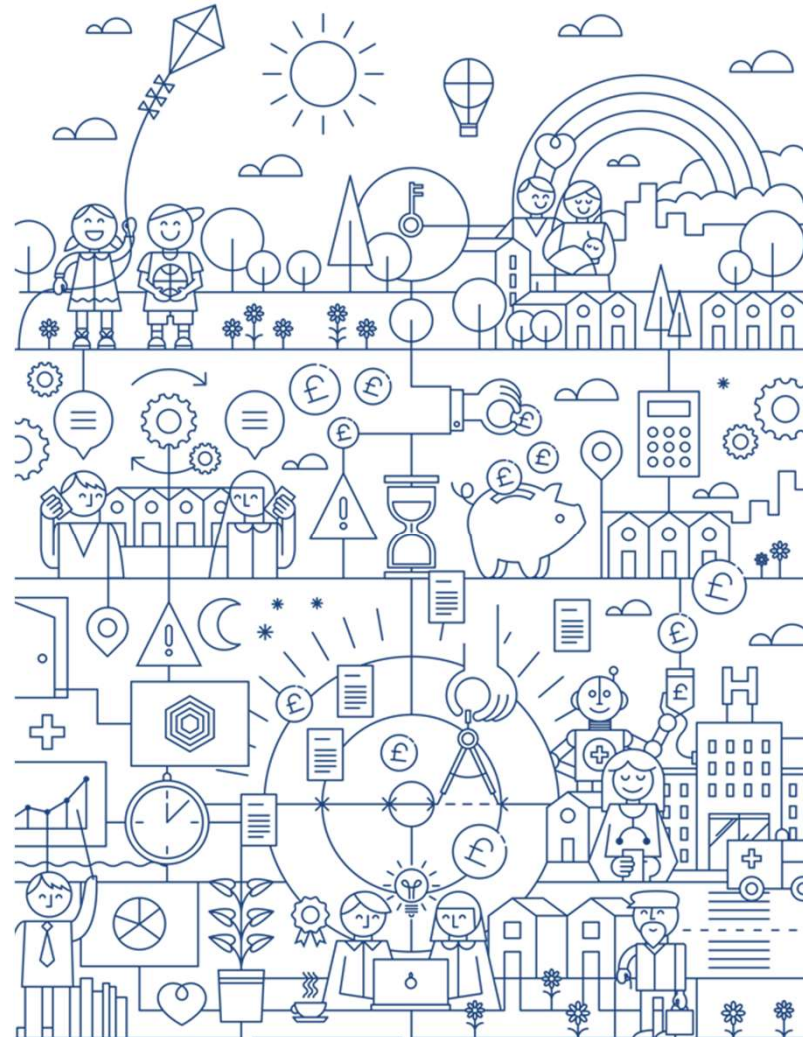
✗ What do you need? ...What services do you think you want?

✓ What's important to you? ...What do you think will help you achieve that? ...What will help you be able to continue to help yourself?

✗ Tell me what's wrong?

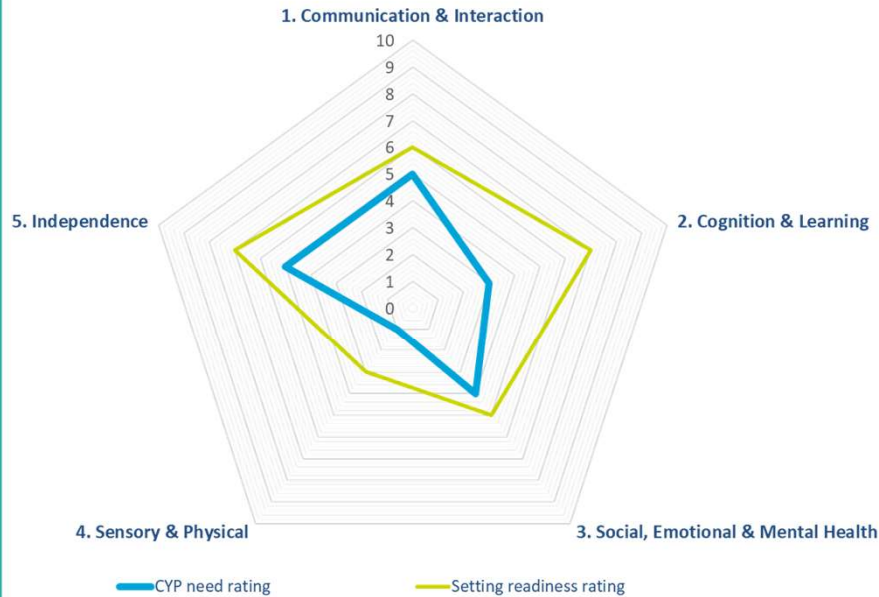
✓ Tell me what's happening? ...what's important at the moment?

Case studies



Case study | ‘Tom’

Case A: ‘Tom’



SUMMARY

Tom is a 16 year old male who will be transitioning into KS5 next year. Tom has social communication difficulties and finds age appropriate interactions problematic. He is struggling to cope with lessons that make demands on his written language, reading and spelling skills; these levels are below age expectations.

Tom has difficulties with focus and auditory short-term working memory. His ‘self-concept’ was assessed as being “much lower than average” and his ‘anxiety’ as being in the “extremely elevated” range. He has bladder control issues which may require frequent toilet breaks at times. He is on the SEN register and has an EHCP.

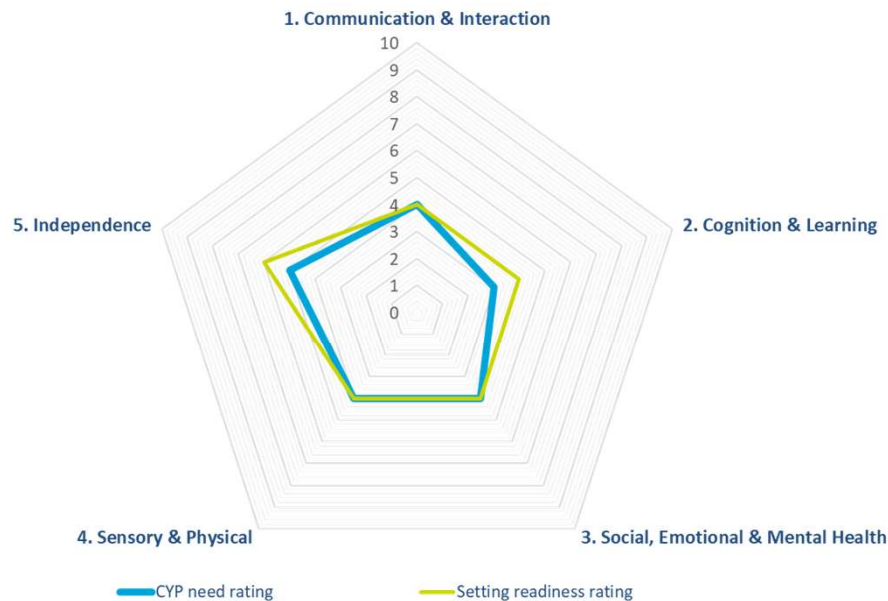
| SUMMARY | CYP need | Setting readiness | Home confidence |
|--------------------------------------|----------|-------------------|-----------------|
| 1. Communication & Interaction | 5 | 6 | |
| 2. Cognition & Learning | 3 | 7 | |
| 3. Social, Emotional & Mental Health | 4 | 5 | |
| 4. Sensory & Physical | 1 | 3 | |
| 5. Independence | 5 | 7 | |

VALUING SEND: Tom’s needs profile sits within the setting readiness to support needs.

IMPACT: Using the tool demonstrated the ability to support Tom’s needs within the sixth form within his current mainstream setting, rather than at a special school – and informed/ strengthened his support plan.

Case study | ‘Oliver’

Case B: ‘Oliver’



| SUMMARY | CYP need rating | Setting readiness |
|--------------------------------------|-----------------|-------------------|
| 1. Communication & Interaction | 4 | 4 |
| 2. Cognition & Learning | 3 | 4 |
| 3. Social, Emotional & Mental Health | 4 | 4 |
| 4. Sensory & Physical | 4 | 4 |
| 5. Independence | 5 | 6 |

SUMMARY

Oliver is a 11 year old male in a mainstream, primary school. Oliver has ADHD, mental health issues and a lifelong health condition. He is known to CAMHS and early help services. He is struggling with anxiety and some obsessive behaviour relating to food and hygiene.

He is around two years behind of some areas of learning which relates to difficult in engaging with classroom learning. Oliver struggles to start work and can feel overwhelmed and distressed by multiple tasks. Overall Oliver’s needs can be met without the need for an EHCP through SEN support and a differentiated approach.

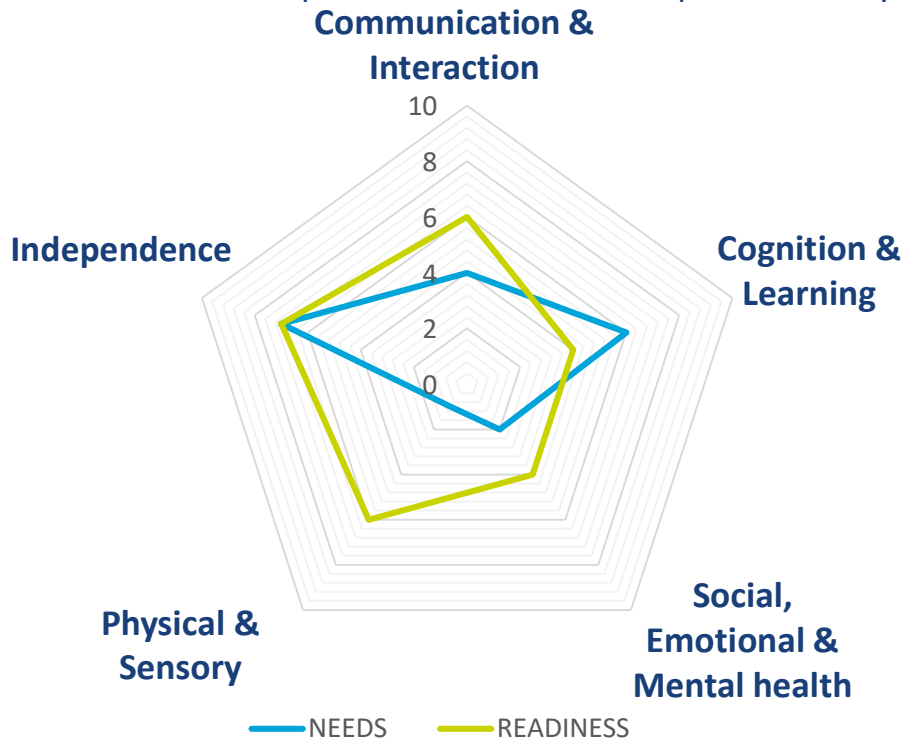
VALUING SEND: Oliver’s needs profile sits within the setting readiness to support needs.

IMPACT: Using the tool helped an EHCP Panel to make a decision about the right and proportionate level of support required to meet Oliver’s needs – and served to evidence and support a decision not to provide an EHCP.

Case studies | 'Freddie'

Case study: 'Freddie'

Freddie is 13 and a pupil in a mainstream school. His parents have learning difficulties and do not want him to have an EHC plan, although the school feel he would benefit from having one and potentially moving to specialist provision. He has not made significant progress in the smaller classes that he is in for core subjects. He was described as a happy child, and the group spent some time discussing the SEMH needs of young people with learning disabilities, and the potential for them to learn to 'present' their mood in a particular way while masking issues with low mood.



Cognition & Learning – rated 6

Readiness – rated 4

Freddie has limited vocabulary and understands verbal language better than written. His standardised scores are very low (low 60s). The deputy SENCo is delivering his literacy lessons, and all his teachers have been advised on strategies to deliver his teaching. He has been placed in classes with TAs for other children so that they can support him too, however the school feels that they are struggling to provide the focused, targeted support for his specific learning needs. He is in the smallest classes that the school offers (but these are formed of 16 pupils).

Independence – rated 7

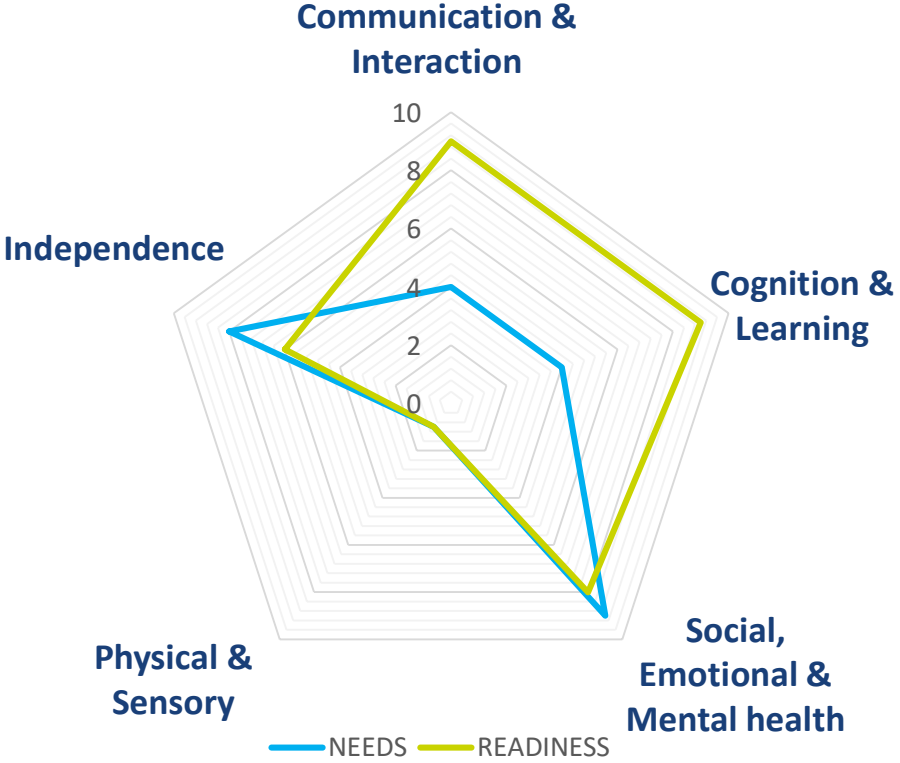
Readiness – rated 7

The school is concerned that as he moves into Key Stage 4, they will not be able to offer him the breadth of options for qualifications that would suit his needs and better prepare him for adult life. His subjects have been modified to allow focus on core subject (e.g. modern foreign language dropped). The school are able to deliver travel training and will offer a work placement (within the school).

Case studies | 'Alex'

Case study: 'Alex'

Alex is a 5 year old boy whose primary school is struggling to find the right learning approach to enable him to engage with the classroom environment. He has a difficult home life, having witnessed domestic abuse between his parents when younger, and has sometimes come to school hungry in the morning. He is on the SEN register but does not have an EHCP and the school does not receive exceptional needs funding to work with him.



SEMH – rated 9 **Readiness – rated 8**

Alex struggles to control his emotions and will display aggression and sometimes physical enactments of what he is feeling. He is finding it difficult to build relationships with peers. A support worker has been involved with the family in the past, but the mother’s engagement has tailed off over time. The school have involved behaviour support outreach and drawn on the ‘*Reflect, repair, restore*’ project, and Alex is part of ‘Small garden’ nurture group work. The school agreed that play therapy would be helpful to address some of the underlying drivers of Alex’s behaviour, and that OT advice on developing his strategies to cope with his anxiety would help to build his resilience. Currently, where Alex is supported by a TA they have not had any specialist training.

Independence – rated 8 **Readiness – rated 6**

Alex is in many ways more independent than his peers, which reflects how he has adapted to his home life. The school were concerned about his emotional resilience and vulnerability to the influence of others, and did not feel equipped to respond to these needs with the support they current have in place.